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ABSTRACT

This guide presents a counseling program model whose purpose is to increase the educational and career awareness of black, urban, female, high school students who will not attend college. The program consists of ten three-hour sessions that have four separate but interdependent components. The compontents are: (1) individual assessments, to help each student become more aware of her individual values, attitudes, aptitudes, abilities, skills, goals, and aspirations; (2) education and career information, to provide students with a comprehensive overview of the worlds of education and careers/employment; (3) skill building exercises, to expose students to, and give them an opportunity to participate in, selected cognitive, psychomotor, and behavioral skills needed to develop and improve their educational and career options; and (4) integrated experiences, in which (primarly through individual and small-group interactions with their peers and counselors) students explore their attitudes, feelings, and reactions to the three other components. It is expected that those who use this program as a model will modify it to suit their own needs. Materials for use in the sessions are included in the appendices. (CMG)

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STEPPIN' UP AND MOVING ON

A Career Education Program for the Urban, Noncollege-Bound Student

Washington, D.C.

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Women's Educational Equity Act Program
U.S. Department of Education

STEPPIN' UP AND MOVING ON

A Career Education Program
for
the Urban, Noncollege-Bound Student

Project Director

Patricia A. Fisher, Ph.D.
Washington, D.C.

Women's Educational Equity Act Program
U.S. Department of Education

T. H. Bell, Secretary

ED 023 185

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Education Development Center, Inc., 55 Chapel Street
Newton, Massachusetts 02160

DEDICATED TO:

Black women everywhere who dream of a more satisfying, fulfilling, and rewarding life for themselves and other women whom they know and love. May their dreams become realities.

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This how-to manual, which presents the program model Steppin' Up and Moving On, is the result of many people's individual and collective energies, efforts, and contributions. It's difficult for me to express in words my gratitude to all these people, but I'll do my best. Thank you all for your support in this endeavor. Without you this project would not have been realized and would not have become a reality for me.

The field testing of the program model was greatly facilitated by the assistance and cooperation of the principals and staff of Anacostia and Ballou high schools in southeast Washington, D.C. The young women from these two schools who participated in the program deserve a hearty and warm-felt thank-you. Without their cooperation and feedback, we would not have been able to refine the written program into a working model. There is no way I can adequately thank Dr. Susie Morgan for her invaluable assistance in helping me maneuver the bureaucracy of the school system. I'm sure all of you can identify with the magnitude of that feat.

It was my pleasure to become acquainted and to work with a project staff whose dedication, enthusiasm, and high energy level made the project a challenging, worthwhile, and gratifying experience for me. The competence and professionalism of the three project counselors--Delois Adams, Gertrude Hill, and Jeanne Nelson--were significant factors in the undisputed success of the program. It was a real joy working with such high-caliber women. Saundra Vanterpool, who served as the project's career specialist, was a great favorite with the young women who participated in the program. She made a very positive impression on them and on the rest of the staff.

Dr. Gwendolyn Puryear acted in a number of capacities on the project. Officially, she was the project evaluator and did a fine job of making sense out of the raw data. Unofficially, she was a sounding board, a shoulder to cry on, and, most of all, one of my biggest supporters. A million thanks, Gwen!

There were several other people who also provided technical and psychological support for this project. Christine Phillips was an invaluable ally in helping me refine the curriculum. Debra Johnson drew the illustrations that grace the manual and add to its personality. Dr. Aaron Stills served as the program's guest lecturer and discussed choice awareness and the decision-making process with the participating students. He was one of the few men who participated in the program, and was very popular and warmly received by the young women. Finally, there were several representatives from the local business and educational communities who participated in the program's tours and the panel discussions. The "real world" aspects of their contributions helped to tie the program together for the participants.

There is absolutely no way this program could have succeeded without the professional assistance of Rosa Anthony, the program typist; she managed to come through with the completed materials on the shortest of notices. I extend my eternal gratitude to her.

I am also indeoted to the staff of the Women's Educational Equity Act Program (WEEAP) for its financial and technical support in this endeavor. My project officer, Cleveland Haynes, deserves a commemorative plaque for his seemingly endless patience with my questions and inquiries.

Last, but not least, my family and friends deserve very special thanks for their unwavering support during the development of this manual. I love you all.

BACKGROUND INFORMATION

Steppin' Up and Moving On: A Career Education Program for the Urban, Non-college-Bound Student is a guidance and counseling program whose purpose is to increase the educational and career awareness of Black, urban, non-college-bound, female high school students. The mechanism through which the objective of this program can be achieved is the short-term delivery system model outlined in this how-to manual. This model will provide a comprehensive and systematic overview and orientation to the various sources of existing educational and career/employment information, programs, and services. The curriculum model outlined in the manual was developed, field-tested, and refined by working with two groups of eleventh- and twelfth-grade Black women in Washington, D.C.

Some people might question the need for a program designed specifically for Black females when women in general have been discriminated against in both educational and employment opportunities. However, an examination of local, state, and federal programs would reveal that few programs exist that specifically examine or systematically attempt to identify and address the educational and career needs of the young Black woman who has expressed no interest in furthering her educational training beyond high school.

Black, noncollege-bound female students were selected as the target population for this project because of their past and continuing experience with sexism and racism, which have seriously limited their educational and career options. This group of young women has been systematically ignored, neglected, or overlooked in the established educational system and in existing employment/career programs, services, and projects.

The most detrimental result of this benign neglect for these women has been the persistent pattern of inadequate career orientation, training, and preparation; narrowed perspectives; and limited educational and employment opportunities. These institutional barriers persist even though the overwhelming majority of Black female high school graduates do not continue on to college and are in need of some kind of educational and career guidance.

A review of educational and employment figures, facts, and statistics reveals that Black women in general have been the victims of the "double whammy" of sexism and racism. For example:

- A disproportionate number of Black women have been combining and may be expected to continue to combine full-time employment with the roles of wife and mother.
- As a group, Black women have traditionally had higher unemployment rates than White women or than either Black or White men. The unemployment rate for Black females tends to be almost twice as high as that for White women.

- Black women have a relatively higher labor force participation rate compared to their White counterparts.

- In spite of the decrease in the number of Black service workers, the Black woman has not reached numerical equity with her White counterpart in the number of white-collar jobs held.

- Black women earned about 94 percent of the salaries of White women, 73 percent of the salaries of Black men, and 54 percent of the earnings of White men.

In summary, Black women are more likely to be working in the less skilled, lower paying, and less prestigious jobs.

The past and present employment and career status of Black women suggests the need for specific services and programs for these women if there are to be any significant changes in their educational and career values, aspirations, choices, and patterns. Intervention strategies must be introduced early in these young women's educational and career experiences in an effort to expose them to, and prepare them for, the increasingly wide range of opportunities that are available to them.

Realistically, these interventions should occur at the earliest possible times in these young women's lives--preschool would not be too soon. More specifically, if young, noncollege-bound Black females were more systematically and thoroughly exposed to various careers and educated about existing and future educational and career opportunities, they could more effectively capitalize on these opportunities. The long-range effect would be an improvement in Black women's educational and career/employment equity.

From this reasoning emerged the idea and subsequent demonstration project to field-test a model to improve the Black high school female's awareness and understanding of the employment and career worlds. The model program will:

- Help school systems and their personnel, as well as local, state, and federal governments, to carry out a coordinated, functional delivery system or mechanism for their educational and career information, materials, and programs as they specifically pertain to the urban, Black, noncollege-bound female student

- Provide a variety of institutions and agencies with a model how-to manual that can be modified to meet their specific needs

- Increase the efficiency and effectiveness with which educational and career information, materials, programs, and services are planned, organized, and delivered

- Provide educational and career information which will in turn increase the number of beneficiaries of such programs in a variety of social groups

Each of these objectives was divided into three areas:

1. Suggested activities
2. Evaluation strategies and methods
3. Resources and materials

In the ten sessions that make up the actual program, a variety of learning strategies and activities was used in the implementation of the objectives.

The program model consists of ten approximately three-hour sessions that have four separate but interdependent components. These four areas reflect the cognitive, affective, and behavioral aspects of educational and career development. The four areas are:

1. Individual Assessment. The focus of this component is on helping each student become more aware of her individual values, attitudes, aptitudes, abilities, skills, goals, and aspirations.

2. Education and Career Information. The purpose of this content area is to provide students with a comprehensive overview of the worlds of education and careers/employment. These worlds will be examined from a broad societal perspective and for their specific implications for young Black women. Examples of topics to be included in this area are adult educational opportunities, nontraditional educational and employment opportunities, apprenticeship programs, on-the-job training programs, job performance criteria, and sources of educational and career/employment information.

3. Skill-Building Exercises. This section consists of an exposure to, as well as an opportunity for active participation in, selected cognitive, psychomotor, and behavioral skills needed to develop and improve one's educational and career options. Examples of planned activities include writing resumes, filling out job applications, and participating in simulated job interviews.

4. Integrated Experiences. In this component, primarily through individual and small-group interactions with their peers and counselors, students explore their attitudes, feelings, and reactions to the three areas identified above. It is anticipated that the students will have a chance to bring together for themselves the various components of the program so that they will have individual meaning and significance for them.

This project was originally developed to address specifically the needs and problems of the Black, urban, noncollege-bound female high school student. However, the potential application of the model extends beyond the target group and geographic setting utilized in the demonstration project. Ideally, the model could be modified to reflect a variety of educational and employment/career settings. Subsequent modifications could be based on the particular population used, existing programs in a given locale, local standards

and opportunities, and the specific educational and employment/career histories of the population involved. The ultimate beneficiaries would be the population of noncollege-bound students who reside throughout the nation.

It is not expected that the widespread utilization and implementation of this model would result in any extraordinary expenditures of money should the program model be adopted. Once the program curriculum was appropriately modified and refined for a particular population and setting, counselors, teachers, administrators, or others could be trained over a short period of time to implement the program on a large, system-wide scale.

For some cities, for example, the model would be further developed and refined on a small scale. Small groups of counselors or other people could then be trained to administer the program to the students in their respective schools. The program would be an ongoing one in which all high school girls would be expected to participate before graduating from high school. A modified version of this model could also be used with the college-bound student, male or female.

The program's effectiveness should be judged on the extent to which the program objectives are met--that is, the increased number of students who are made more aware of the educational and career opportunities available to them.

HOW TO USE THIS MANUAL

This how-to manual is designed to help you replicate the model program Steppin' Up and Moving On. The manual specifically addresses the needs and problems of the Black, urban, noncollege-bound female high school student.

The manual includes ten approximately three-hour sessions categorized into 24 different activities. The activities are outlined to include time parameters, formats utilized, goal statements, materials and resources needed, and specific instructions for the facilitator. Each session begins with a synopsis of the activities that comprise it, and each activity is listed on a separate page for your convenience.

Please keep in mind that the sessions, activities, and sequence of activities outlined in this manual are suggested ones only. The basic program curriculum is designed to be modified to suit and reflect the needs of your clientele, your setting, the total time available, and your programmatic needs. Feel free to add, delete, or modify some or all of the sessions or activities.

There are other programmatic factors and variables that you might want to consider:

- The three-hour length of each of the sessions is an approximate time frame. You may find that less or more time is needed for each session, depending on the specific activities. At least one 15-minute break, but not more than two 10-minute breaks, should be allowed for each session. The total duration of the program will depend on your programmatic time frame. It is recommended, however, that the program not be extended any longer than four months, because its intensity and impact would be diminished by such extension.

- The recommended maximum size of the large group for the program should be no more than 30 students. For the small groups, the large group should be broken down into groups of no more than ten students each. The small-group format is important in making each participant feel comfortable enough to participate by sharing her reactions and thoughts. The individual assignments to the small groups should remain constant throughout the program.

- The facilities for the program should be equipped with educational tools, that is, a chalkboard, flip charts, chairs with desk arms, and so on. Audiovisual equipment should also be available when needed.

- The staff for the program should include a coordinator who has a strong background in counseling, career development, and group work. There should also be at least two other counselors who

would act as small-group facilitators and in other capacities as designated by the coordinator. The program coordinator should decide which staff members are responsible for the various activities. Most of the work, however, will be done by the coordinator. All of the staff should have a demonstrated ability to work successfully with the Black noncollege-bound student.

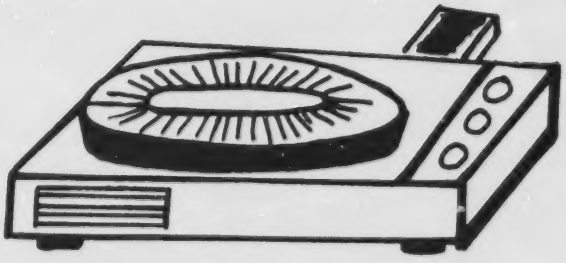
- The program participants should be noncollege-bound high school students. The specific criteria and mechanisms for selecting the program participants would depend on your program's priorities, needs, and resources. You could start with as large or as small a group as you can support and manage.

- Some of the sessions and activities may have to be changed or modified. This manual does not include all and perhaps not even a majority of the most important career awareness and development areas and topics that pertain to your noncollege-bound students. For example, you may need and subsequently design activities and sessions devoted to sex-role stereotyping in careers, values clarification, nontraditional jobs/careers, career planning, decision making, dressing for the job, or jobs in the Midwest. The point is, feel free to restructure the content to make it relevant for you.

- When you decide to carry out an activity, you will find that suggested resources and materials are referred to in the instructions. Sample copies of these materials are located in the appendixes. Likewise, certain survey instruments, audiovisual aids, and other resources are recommended in the instructions. You may use these or other materials and resources similar in kind and content to the ones identified here. A complete bibliography of references is also included at the end of the manual.

With the above in mind, let's start steppin' up and moving on.

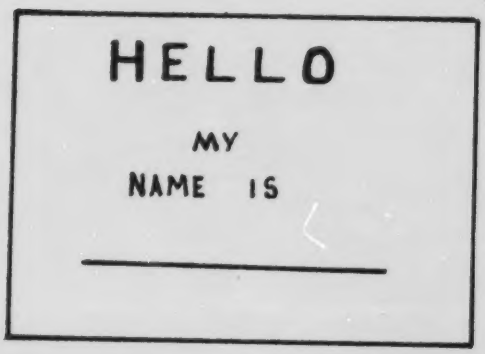
STEPPIN' UP
AND
MOVING ON



SESSION I

Activities	Approximate Time	Format	Facilitator(s)
1. Introductions, Welcoming Remarks, Orientation, Program Goals	60 minutes	Large Group	Program Coordinator
2. Career Collage Exercise	60 minutes	Large and Small Groups	Program Coordinator and Counselors
3. Employment/ Career Survey	45 minutes	Large Group	Program Coordinator

Your Educational
and
Career Information
Package


HELLO
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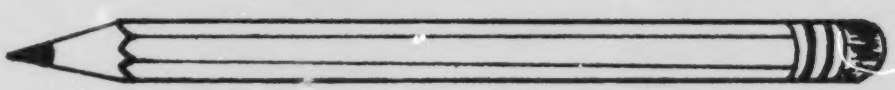


SESSION I

ACTIVITY 1 INTRODUCTIONS, WELCOMING REMARKS, ORIENTATION, PROGRAM GOALS

TIME: 60 minutes

FORMAT: Large group

OBJECTIVES: To welcome program participants, present goals and objectives, collect biographical data, and provide a general introduction and orientation

MATERIALS: Program package (in a folder)

- Welcoming letter (Appendix A)
- Program Abstract (Appendix A)
- Biographical Data Form (Appendix A)
- Program schedule
- Name tag
- Paper and pencil
- Counselor-student assignments

INSTRUCTIONS

As the facilitator, you should introduce yourself and other people involved in carrying out the program. After you have made introductions, give a brief description of what you actually do. Ask the participants to introduce themselves and tell why they chose to attend the program. Read the welcoming letter.

Have a program schedule and program package available for each person and explain what the workshop will be like, stressing what you hope to accomplish. Call attention to the handouts in the program package; discuss them if necessary. Answer any questions participants may have.

Explain the goals and objectives of the program and the procedures that will be followed in carrying out the program. Encourage participants to ask questions about the program and its objectives and activities.

Have participants complete and return the biographical information form that has been placed in their program package.

MAGAZINE
MAGAZINE
GLUE

ACTIVITY 2 CAREER COLLAGE EXERCISE

TIME: 60 minutes

FORMAT: Large and small groups

OBJECTIVES: To have participants individually create a visual career image of themselves on paper and to begin to identify their values, attitudes, and expectations as they pertain to careers, employment, and working

MATERIALS:

- Past issues of Essence, Ebony, and other magazines of special interest to Black people
- Large sheets of paper
- Glue
- Scissors
- Magic markers
- Career Collage directions (Appendix A)

INSTRUCTIONS

You should provide each participant with old issues of magazines, magic markers, glue, and paper. Ask each participant to create a picture of her future employment or career self. The participants should use the materials provided to create an image that depicts the kind of work they see themselves performing in the years to come. Allow approximately 20 to 25 minutes for this activity.

Have participants divide into small groups of three, four, or five people and explain their pictures to the group members. This should be done on a volunteer basis to the extent that it is possible.

Have groups reconvene into one large group and summarize the dominant themes, trends, and patterns. List the themes on the chalkboard as participants summarize them. Allow approximately 30 to 35 minutes for this activity.

ACTIVITY 3 EMPLOYMENT/CAREER SURVEY

TIME: 45 minutes

FORMAT: Large group

OBJECTIVE: To have program participants determine their understanding of career/employment information and facts

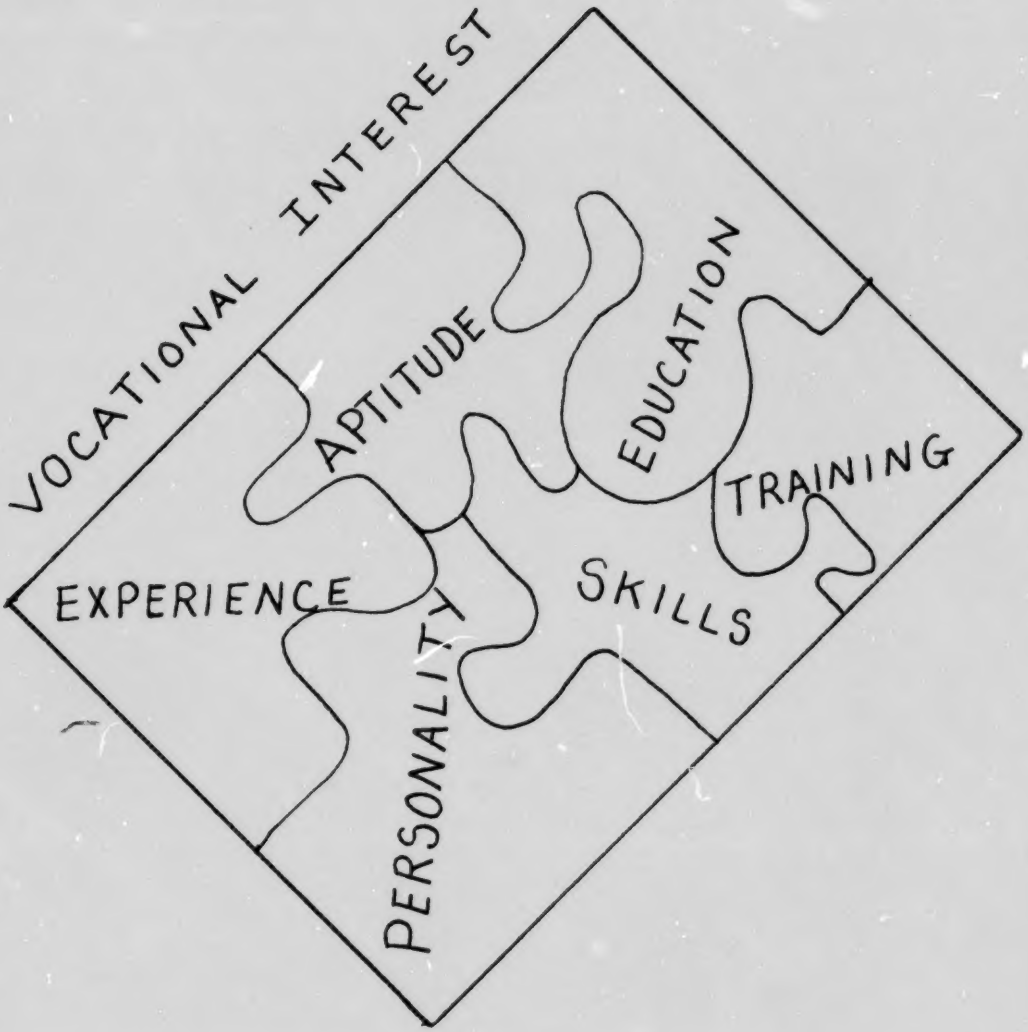
MATERIALS:
- Employment/Career Survey (Appendix A) or similar survey

INSTRUCTIONS

Provide each participant with a copy of the Employment/Career Survey or similar survey instrument. Read the directions and answer any questions participants might have. When all participants have completed the survey, provide each with a correction key to check her answers. Discuss the results of the survey with participants and answer any questions. Collect both the survey instruments and the correction keys.

SESSION II

Activities	Approximate Time	Format	Facilitator(s)
1. Vocational Interest Assessment	45 minutes	Large Group	Program Coordinator
2. Career Awareness Film	30 minutes	Large Group	Program Coordinator
3. Program Expectations	30 minutes	Small Groups	Counselors
4. Education and Career Planning Homework Assignments	30 minutes	Small Groups	Counselors


VOCATIONAL INTEREST
APTITUDE
EDUCATION
TRAINING
EXPERIENCE
SKILLS
PERSONALITY

SESSION II

ACTIVITY 1 VOCATIONAL INTEREST ASSESSMENT

TIME: 45 minutes

FORMAT: Large group

OBJECTIVES: To administer a vocational interest instrument to the participants and to begin to help them identify vocational and career likes and dislikes for themselves

MATERIALS:

- California Occupational Preference Survey (COPS) or other similar vocational instrument
- Pencils

INSTRUCTIONS

You should provide each participant with a copy of COPS or other similar instrument. Read the directions and answer any questions. Explain to participants that a profile of their scores will be drawn and discussed in Session IV.

ACTIVITY 2 CAREER AWARENESS FILM

TIME: 30 minutes

FORMAT: Large group

OBJECTIVES: To have participants become better acquainted with careers and to understand why people work

MATERIALS:
- Film on career awareness

INSTRUCTIONS

Show a career awareness film. Prior to showing the film, ask participants to be aware of their thoughts as they watch the film. After they view the film, participants should be asked to share those thoughts. Process the discussion.

ACTIVITY 3 PROGRAM EXPECTATIONS

TIME: 30 minutes

FORMAT: Small groups

OBJECTIVES: To identify the students' expectations of the program and to discuss those expectations in light of the program's goals and objectives

MATERIALS:
- Program Expectations directions (Appendix B)
- Flip chart or chalkboard

INSTRUCTIONS

You should explain the purpose of the exercise. Ask each participant to think about and write down what she expects from the program, and then to share that information with the group. Write these expectations on the board. After all expectations have been identified and listed, clarify and correct any misperceptions, such as expecting the program to find jobs for the participants. Lead an open discussion in which trends and generalizations are noted.

ACTIVITY 4 EDUCATION AND CAREER PLANNING HOMEWORK ASSIGNMENTS

TIME: 30 minutes

FORMAT: Small groups

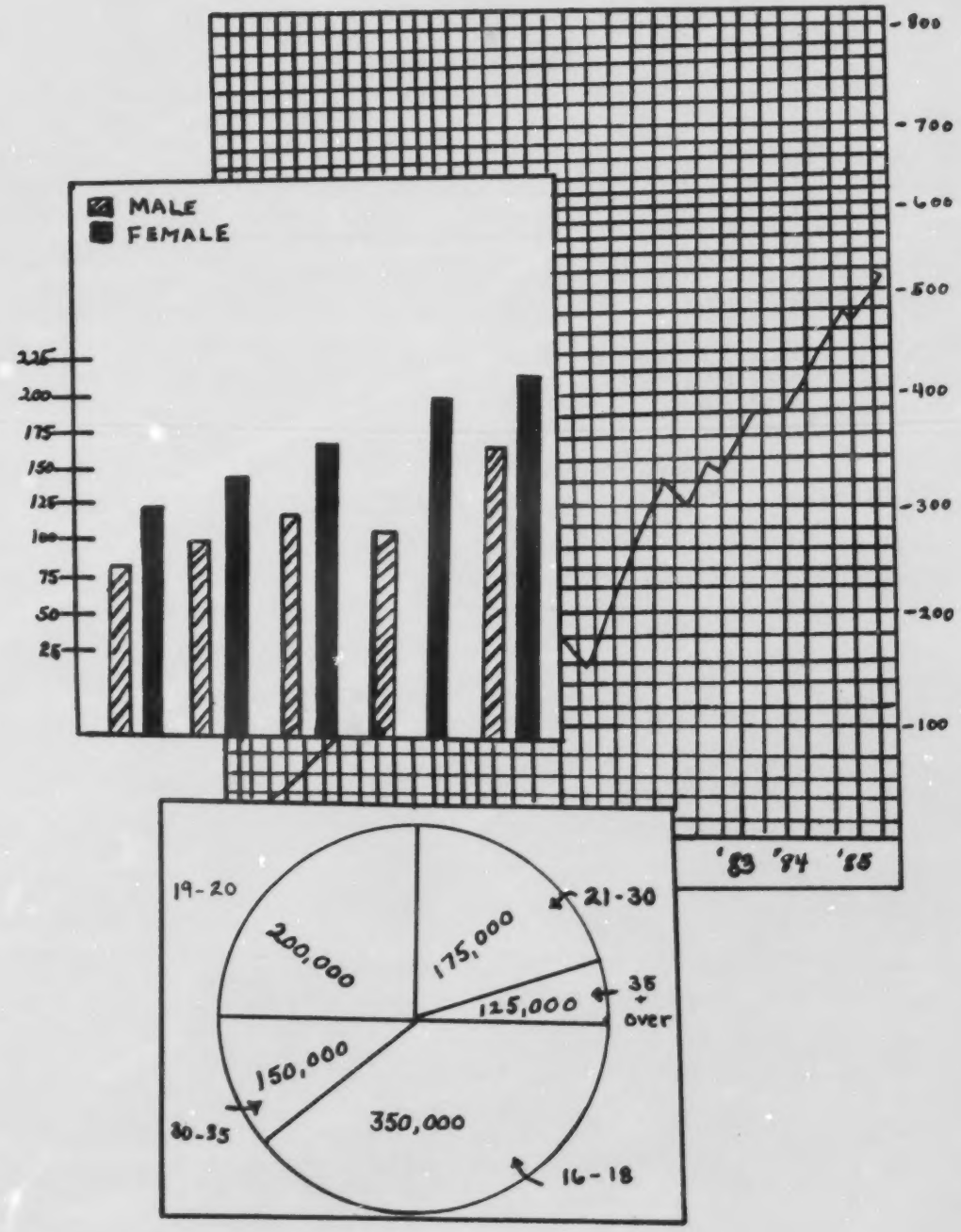
OBJECTIVES: To have the participants become more aware of their education- and career-related values, attitudes, interests, skills, and behaviors and to understand the relationship of the above to the development of their education and career selves

MATERIALS:
- Education and Career Plan handout (Appendix B)

INSTRUCTIONS

Provide each participant with a copy of the Education and Career Plan. Discuss the introduction and the directions. Answer any questions participants might have. Explain when the assignment associated with the Education and Career Plan is due (Session IX).

Close the session with remarks and a brief discussion about the next session.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175,000
21-30
125,000
35 + over
150,000
30-35
350,000
16-18

SESSION III

Activities	Approximate Time	Format	Facilitator(s)
1. The Worlds of Education and Work: An Overview	75 minutes	Large Group	Program Coordinator
2. The Worlds of Education and Work: An Overview, Part II	90 minutes	Large Group	Program Coordinator

SESSION III

ACTIVITY 1 THE WORLDS OF EDUCATION AND WORK: AN OVERVIEW

TIME: 75 minutes

FORMAT: Large group

OBJECTIVES: To help students increase their awareness and understanding of the employment and career worlds and to become cognizant of demographic and statistical facts on employment and careers

MATERIALS:*

- Excerpts from Facts on Women Workers, Factsheet, U.S. Department of Labor, Women's Bureau, 1979 (Appendix C)
- Transparencies of graphs and charts illustrating some of the employment facts about women (Source: Who Are the Unemployed? A Chart Book, U.S. Department of Labor, 1977) (Appendix C)
- Minority Women Workers: A Statistical Overview, U.S. Department of Labor, Women's Bureau, 1977
- Women Workers Today, U.S. Department of Labor, Women's Bureau, 1976
- Dictionary of Occupational Titles, 44th ed., U.S. Department of Labor, 1977

INSTRUCTIONS

Begin the session by reviewing the objectives. Start a discussion by asking participants to think about the things that people can do with themselves and their lives after graduating from high school. Record responses on a flip chart or chalkboard. Minimally, the finished list should include work, family, school, marriage, jail, travel, military, nothing, and death. Facilitator should spend five to ten minutes discussing the meaning and significance of the list.

Provide each participant with a Facts on Women Workers handout. Discuss the handout and use selected transparencies showing charts and graphs to illustrate those points you think are most important. Encourage discussion.

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*You should, whenever possible, use the latest editions of these publications for the most up-to-date employment statistics.

ACTIVITY 2 THE WORLDS OF EDUCATION AND WORK: AN OVERVIEW, PART II

TIME: 90 minutes

FORMAT: Large group

OBJECTIVES: To have participants become acquainted with the major occupational categories as outlined in the Occupational Outlook Handbook and the COPS cluster charts; to acquaint students with the variables involved in the career decision-making process; and to have students identify samples of employment and career informational sources and resources

MATERIALS:*

- Film on world of work
- Occupational Outlook Handbook, 1978-79
- California Occupational Preference System (COPS) occupational cluster charts
- Career Skills Assessment Program, Educational Testing Service

INSTRUCTIONS

Show a film on the world of work and then have participants discuss it. Allow approximately 10 to 15 minutes for this activity.

Show the participants a copy of the Occupational Outlook Handbook. Explain how it can be used as a reference. Discuss the 13 occupational clusters with the participants. Show the students specific examples of occupations listed in the handbook. Demonstrate how to use the handbook.

Using the cluster chart as a reference, explain the COPS occupational areas. Tell participants that these individual profiles will be drawn and discussed in Session IV, Activity 2.

Provide an overview of the career planning, evaluation, and decision-making process. Discuss the following topics: career planning, self-assessment and development, career awareness, career decision-making skills. You may use the Educational Testing Service's Career Skills Assessment Program as a reference.

Ask participants to brainstorm and identify various sources of career information (such as guidance offices; counselors; libraries; professional and trade associations; educational institutions; local, state, and federal employment agencies; and personal contacts). Ask participants to discuss the sources they identified.

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*You should, whenever possible, use the latest editions of these publications for the most up-to-date employment statistics.

SESSION IV

Activities	Approximate Time	Format	Facilitator(s)
1. Test Taking: An Introduction	90 minutes	Large Group	Program Coordinator, psychologist, or other person knowledgeable about testing
2. Career Interest Assessment and Interview Assignment	90 minutes	Small Groups	Counselors

SESSION IV

ACTIVITY 1 TEST TAKING: AN INTRODUCTION

TIME: 90 minutes

FORMAT: Large group

OBJECTIVES: To help students understand the principles and identify the techniques of taking achievement and scholastic aptitude tests as well as employment tests, and to have students identify types of tests used in job selection

MATERIALS:
- Sample employment tests

INSTRUCTIONS

You should provide each participant with a copy of a short employment test and ask her to complete it. Ask participants to concentrate on reading and following directions. Have them discuss how well they followed directions in taking the test.

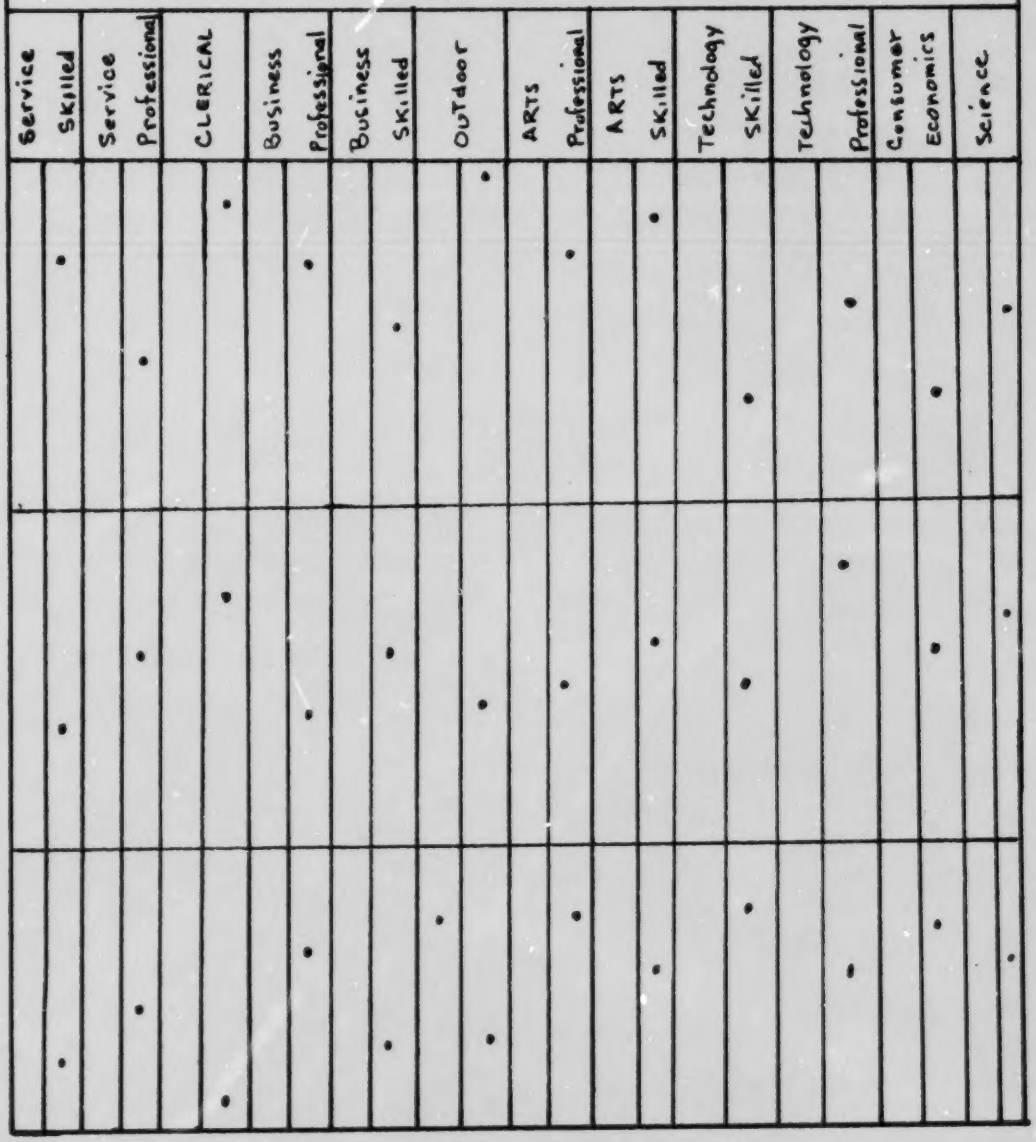
Discuss the following with participants: How and why tests are used in job selection; major advantages of tests when used in industry; different types of tests and the agencies that use them; and tips on taking tests.

Ask participants to discuss the principles of test taking they have learned. Also ask them to identify and demonstrate techniques for taking different kinds of tests and to name the different types of tests used in the job selection process.

NAME Tomika Candice Hedgeman AGE 16 SEX F

School Harriet Tubman Grade 11

Vocational Interest Profile



ACTIVITY 2 CAREER INTEREST ASSESSMENT AND INTERVIEW ASSIGNMENT

TIME: 90 minutes

FORMAT: Small groups

OBJECTIVES: To help participants plot their career interest profiles and assist them in understanding the significance and meaning of their profiles; to review Education and Career Plan instructions and answer any questions that they might have; and to instruct the students how to conduct themselves in employment interviews

MATERIALS:

- COPS Profile Forms
- Education and Career Plan instructions
- Career/Employment Interview form (Appendix D)

INSTRUCTIONS

Ask participants to locate the COPS survey that they completed in Session II, Activity 1. Counselors should instruct the students how to score their surveys and plot their profiles. Discuss the meaning and significance of the profiles in terms of individual values, interests, and goals.

Ask participants to locate the Education and Career Plan instructions they received in Session II, Activity 4. Answer any questions that participants might have concerning the task. Remind them that the completed assignment is due and will be discussed in Session IX.

Provide each participant with a copy of the Career/Employment Interview. Ask each student to select a woman she would like to know more about in terms of that woman's career or employment, history, likes and dislikes, and degree of job satisfaction or dissatisfaction. Ask participants to use the questions on the Career/Employment Interview sheet as a guide for the interview. Suggest that participants take 20 to 30 minutes for the interviews and write their responses on paper. Explain to participants that the interview results will be discussed in the last session (Session X) of the program.

Close the session with remarks and a brief outline of the next session.

SESSION V

Activities	Approximate Time	Format	Facilitator(s)
1. Educational, Employment, and Training Program and Resources	90 minutes	Large Group	Program Coordinator
2. Employment Skills Exercises	90 minutes	Large Group	Program Coordinator

SESSION V

ACTIVITY 1 EDUCATIONAL, EMPLOYMENT, AND TRAINING PROGRAMS AND RESOURCES

TIME: 90 minutes

FORMAT: Large group

OBJECTIVES: To have the participants identify and become more aware of the educational, employment, and training resources and programs in their geographic area

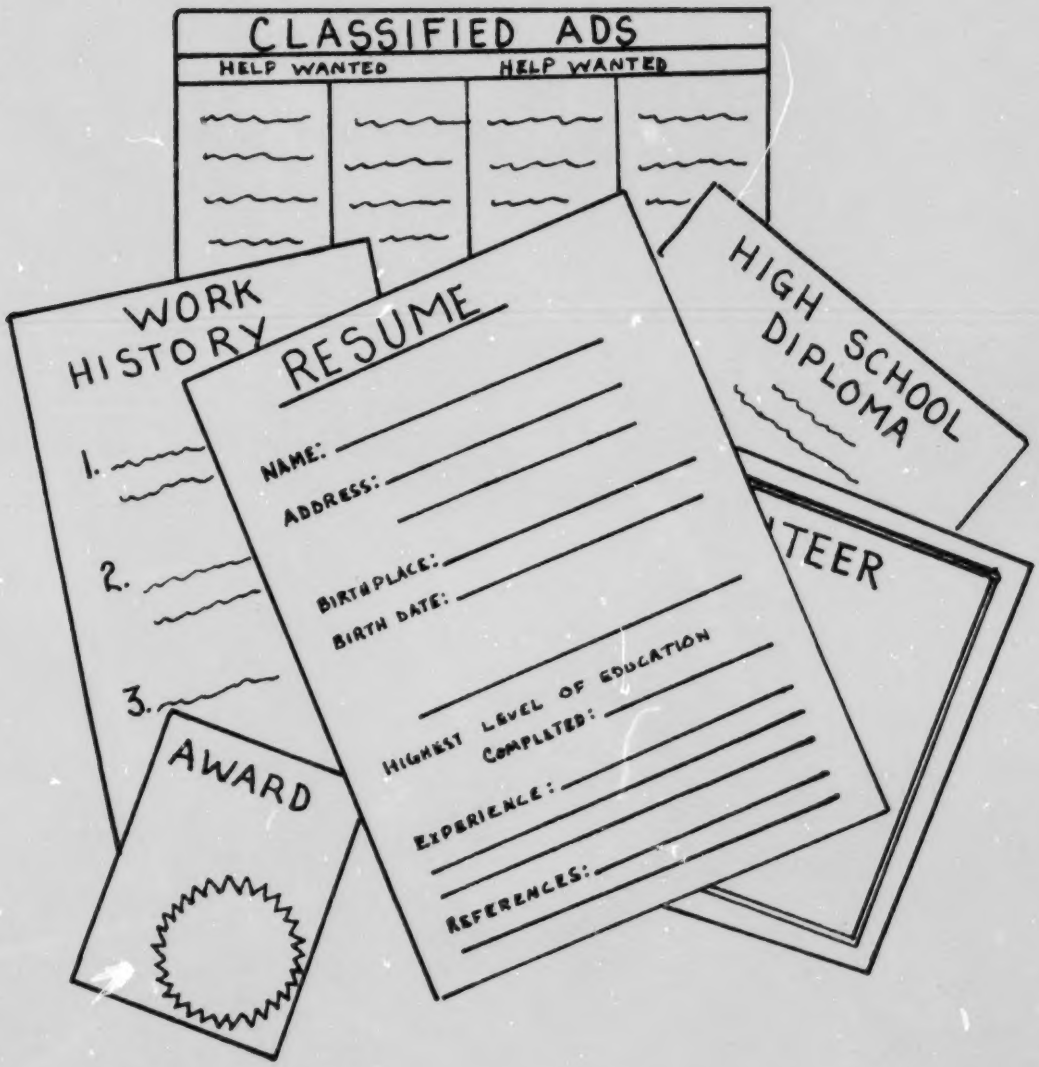
MATERIALS:
- Information and materials on local programs and resources

INSTRUCTIONS

You should provide a brief overview of the objectives of the session to participants. Answer any questions participants might have.

Identify and outline the educational, employment, and training resources and programs for the local area. This information should be written on flip charts, transparencies, stencils, or other forms. A mixture of instructional modes would be most desirable.

Be careful to stress programs and resources that are particularly appropriate for the noncollege-bound student.


CLASSIFIED ADS
HELP WANTED
HELP WANTED
WORK HISTORY
1.
2.
3.
RESUME
NAME:
ADDRESS:
BIRTHPLACE:
BIRTH DATE:
HIGHEST LEVEL OF EDUCATION COMPLETED:
EXPERIENCE:
REFERENCES:
HIGH SCHOOL DIPLOMA
AWARD

ACTIVITY 2 EMPLOYMENT SKILLS EXERCISES

TIME: 90 minutes

FORMAT: Large group

OBJECTIVES: To help participants become aware of more effective employment and career attitudes, behaviors, and skills; and to provide participants with an opportunity to learn correct employment procedures

MATERIALS:
- Career Planning Workshop booklet (see Bibliography) or similar references

INSTRUCTIONS

Discuss the concept of employment skills and attitudes in general. Review and encourage discussion on employment dos and don'ts.

Use the Career Planning Workshop booklet as your reference, and review and explain its contents. Inform participants that they will use it, including some of the forms in it, for the remainder of the session, as well as during the next session.

Discuss job application forms and ask participants to complete the form in their booklets. Provide assistance to participants who need help. Answer any questions participants might have.

Provide each participant with a copy of two different types of resumes. Explain how resumes should be completed. Ask each participant to complete her own resume. Participants may use the sample resume as a guide. Provide assistance to participants who need help. Answer any questions.

SESSION VI

Activities	Approximate Time	Format	Facilitator(s)
1. Employment Skills Exercises, Part II	120 minutes	Large Group	Program Coordinator
2. Small-Group Meeting	60 minutes	Small Groups	Counselors

SESSION VI

ACTIVITY 1 EMPLOYMENT SKILLS EXERCISES, PART II

TIME: 120 minutes

FORMAT: Large group

OBJECTIVE: To continue the work begun in the previous session

MATERIALS:
- Career Planning Workshop booklet
- Form 171

INSTRUCTIONS

Briefly review the previous session. Inform participants that they will continue to learn about and develop employment skills.

Ask participants to recap briefly what they learned in the previous session.

Provide each participant with a copy of the standard Form 171, and then demonstrate how to fill it out. Ask participants to fill out the form completely and accurately. Provide assistance when it is needed. Answer questions.

Discuss the use of references and resources.

Discuss the employment interview. Afterward, conduct a short employment interview role play, with the participants playing the roles of interviewer and interviewee. Have participants discuss the exercise.

Provide closure for the session by answering any remaining questions.

ACTIVITY 2 SMALL-GROUP MEETING

TIME: 60 minutes

FORMAT: Small groups

OBJECTIVES: To assist participants in the completion of their previous assignments--the Education and Career Plan and the Career/Employment Interview--and to inform participants of the tour procedures and plans

MATERIALS:

- Education and Career Plan handout (Appendix B)
- Career/Employment Interview handout (Appendix D)
- Discussion Questions for Tours sheet (Appendix E)
- Employment Observation Tours sheet (Appendix E)

INSTRUCTIONS

Ask participants how the program is going for them and solicit feedback. Encourage participants to ask questions about the homework assignments. Remind them that the completed assignments are due in Sessions IX and X.

Provide each participant with copies of the tour questions. Instruct them to keep these questions in mind while taking the tours. Tell them they will discuss the questions in their next small-group meeting (Session VIII).

Close the session with a reminder about the directions and logistics for the tours.

SESSION VII

Activities	Approximate Time	Format	Facilitator(s)
1. Planned Tours	180 minutes	Small Groups	Counselors

MOVING
ON

SESSION VII

ACTIVITY 1 PLANNED TOURS

TIME: 180 minutes

FORMAT: Small groups

OBJECTIVES: To acquaint program participants with different places of employment; to increase the students' awareness and understanding of working environments; and to broaden students' outlooks and perspectives on employment and working environments

MATERIALS:

- Selected tour sites
- Employment Observation Tours sheet (Appendix E)
- Discussion Questions for Tours sheet (Appendix E)
- Transportation for participants
- Parental permission releases (if needed)

INSTRUCTIONS

Preplanning. Begin well in advance to identify and contact a sampling of different types of educational, training, and employment agencies or programs for one and a half- to two-hour tours. The sites selected should be representative of program participants' interests. Make all necessary travel and logistical arrangements with parents, school officials, and students.

The Tours. Counselors should meet with participants at a prearranged time and place to leave for the tour. After the tour, the group will decide where to eat lunch if it is a morning tour. After lunch, counselors should accompany participants back to the training site.

Posttour. Have participants write thank-you notes to the directors of sites that the groups visited.

SESSION VIII

Activities	Approximate Time	Format	Facilitator(s)
1. Tour Review	60 minutes	Small Groups	Counselors
2. Choice Awareness Lecturette	60 minutes	Large Group	Program Coordinator
3. Small-Group Meeting	60 minutes	Small Groups	Counselors

SESSION VIII

ACTIVITY 1 TOUR REVIEW

TIME: 60 minutes

FORMAT: Small groups

OBJECTIVES: To have participants discuss their impressions, feelings, and thoughts about the tours and to have participants become more aware of the attitudes and behaviors of people at work

MATERIALS:

- Discussion Questions for Tours sheets (Appendix E)
- Employment Observation Tours sheets (Appendix E)

INSTRUCTIONS

Ask participants to locate tours sheets identified above. A free and easy discussion centered around the questions on the tours sheets should be encouraged. Play an active role in helping participants examine, clarify, and dissect their impressions and observations.

ACTIVITY 2 CHOICE AWARENESS LECTURETTE

TIME: 60 minutes

FORMAT: Large group

OBJECTIVES: To acquaint participants with the choice awareness concept and process and to have participants become more aware of the range of options they have in making career and other decisions

MATERIALS:

- Implications of Choice Awareness for Career Development sheet (Appendix F)
- Choices Worksheet (Appendix F)

INSTRUCTIONS

Begin this session by discussing the objectives and the procedures for the session.

Provide each participant with a copy of the sheet entitled Implications of Choice Awareness for Career Development. Discuss choice awareness with participants. Answer any questions.

Provide each participant with a copy of the sheet labeled Choices Worksheet. Discuss the section "Statements on Choices."

To the extent that it is appropriate and relevant, attempt to help the participants understand the connection between choices and career development.

ACTIVITY 3 SMALL-GROUP MEETING

TIME: 60 minutes

FORMAT: Small groups

OBJECTIVES: To have participants discuss their feelings and reactions to the program's activities and to have them continue the work on their career education plans

MATERIALS:

- Education and Career Plan handout (Appendix B)
- Other program handouts and materials

INSTRUCTIONS

Ask participants to locate their Education and Career Plan sheet. Instruct them to continue to work on the assigned tasks in the plan. Answer any questions participants might have as they work on the assignment.

Close the session with remarks and a discussion of the coming session.

SESSION IX

Activities	Approximate Time	Format	Facilitator(s)
1. Jobs for Women Discussion	90 minutes	Large and Small Groups	Program Coordinator and Counselors
2. Community, Educational, and Career Resources	90 minutes	Large Group Panel	Program Coordinator

SESSION IX

ACTIVITY 1 JOBS FOR WOMEN DISCUSSION

TIME: 90 minutes

FORMAT: Large and small groups

OBJECTIVE: To increase the participants' awareness of the jobs that are available to women

MATERIALS:

- A film on women and work or jobs for women, such as Jobs for Women: Where Are You Going, Virginia?, or "Joy of Choosing"*
- Career/Employment Interviews (completed forms)

INSTRUCTIONS

Show a film that deals specifically with women and work or jobs for women. After showing the film, divide participants into their small groups and have them share their views on the contents and meaning of the film.

While participants are still in small groups, counselors will instruct them to take out the completed assignment entitled Career/Employment Interview. This assignment will be discussed in the small groups. Make sure to summarize the discussion before moving on to the next activity.

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*A 30-minute videotape cassette with viewer's guide available from the WEEA Publishing Center

ACTIVITY 2 COMMUNITY, EDUCATIONAL, AND CAREER RESOURCES

TIME: 90 minutes

FORMAT: Large group and panel

OBJECTIVE: To have students increase their knowledge and awareness of educational, training, and employment opportunities and resources in their community

MATERIALS:

- Representatives from various employment, educational, and training programs and agencies
- Any handouts that the panel members bring

INSTRUCTIONS

You should have representatives from various employment, educational, and training agencies and programs talk with participants about opportunities available with their agencies or programs. A panel discussion is a good way to facilitate this activity.

During a question-and-answer period, encourage participants to ask questions about local educational, training, or employment agencies and programs that have been presented by panelists.

SESSION X

Activities	Approximate Time	Format	Facilitator(s)
1. Education and Career Plans	60 minutes	Small Groups	Counselors
2. Posttesting and Program Evaluation	60 minutes	Large Group	Program Coordinator
3. Program Summary and Closing Activities	60 minutes	Large Group	Program Coordinator

SESSION X

ACTIVITY 1 EDUCATION AND CAREER PLANS

TIME: 60 minutes

FORMAT: Small groups

OBJECTIVES: To have participants become more aware of and better understand their values, attitudes, interests, skills, and behaviors in relationship to their developing education and career selves; to have the participants further develop the knowledge and skills for better integrating and matching their aptitudes, interests, and skills with the worlds of education, employment, and careers

MATERIALS:
- Completed Education and Career Plans

INSTRUCTIONS

Counselors will ask each participant to share her completed assignment with her peers and will assist in directing and processing the discussion.

ACTIVITY 2 POSTTESTING AND PROGRAM EVALUATION

TIME: 60 minutes

FORMAT: Large group

OBJECTIVES: To have participants complete the posttest instrument and to provide the information needed to evaluate the program effectively

MATERIALS:

- Employment/Career Survey (Appendix A)
- Program Evaluation form (Appendix G)

INSTRUCTIONS

Provide each participant with a copy of the Employment/Career Survey form and ask her to complete it according to the directions given. Allow enough time for all participants to complete the form and then collect all forms.

Ask participants to complete the Program Evaluation form. Collect the forms after they have been completed.

ACTIVITY 3 PROGRAM SUMMARY AND CLOSING ACTIVITIES

TIME: 60 minutes

FORMAT: Large group

OBJECTIVES: To provide closure to the program and to award certificates to the participants

MATERIALS:
- Certificates of Appreciation (Appendix G)

INSTRUCTIONS

The program coordinator should summarize the program and allow for feedback from the participants.

You, as facilitator, should present a certificate to each participant.

You should also close the program with remarks and good wishes.

APPENDIX A, SESSION I

Program Packet List
Career Collage Exercise
Employment/Career Survey

PROGRAM PACKET LIST

- Welcoming letter
- Program Abstract
- Biographical Data form
- Program schedule
- Name tag
- Paper and pencil
- Counselor-student assignments

STEPPIN' UP AND MOVING ON

A Career Education Program for
The Urban, Non-College Bound Student

DEAR PROGRAM PARTICIPANT!!

THE STAFF OF THE "STEPPIN' UP AND MOVING ON" PROGRAM WOULD LIKE TO WELCOME YOU TO WHAT WE BELIEVE WILL BE AN EXCITING, STIMULATING, AND WORTHWHILE WEEK FOR YOU. WE HAVE DEVELOPED A WEEK LONG PROGRAM THAT WILL INCREASE YOUR AWARENESS AND UNDERSTANDING OF THE EDUCATIONAL AND CAREER RESOURCES, MATERIALS, AND INFORMATION AVAILABLE TO YOU. THE STAFF WILL BE GIVING YOU OUR BEST AND HOPE THAT YOU'LL DO LIKEWISE. TOGETHER WE'LL MAKE IT WORK.

AGAIN-WELCOME ABOARD AND REMEMBER, "LIFE IS A JOURNEY NOT A DESTINATION."

Patricia A. Fisher, Ph.D., Project Director
3132 W Street S.E., Washington, D.C. 20020

STEPPIN' UP AND MOVING ON

A Career Education Program for
The Urban, Non-College Bound Student

PROGRAM ABSTRACT

This is a guidance and counseling program/project whose purpose is to increase the educational and career awareness of Black, urban, non-college bound female high school students. The mechanism through which the objective of this project is achieved is the development of a short-term, coordinated delivery system model for the collection and dissemination of existing educational and career information, materials, programs, and services that currently exist in a city, county or state's public and private sectors. Specifically, the project is a structured, time-limited demonstration project that will provide a comprehensive and systematic overview and orientation to the various sources of existing educational and career/employment information, programs, and services. An integrated curriculum approach cognizant of the cognitive, affective, and behavioral aspects of educational and career development is utilized. The model serves as the basis for the program manual that has been developed and will be disseminated nationwide. The model was tested and refined on sixty students from two high schools in a large metropolitan city.

The project staff consisted of a project director, three (3) counselors, an education/career specialist, a program evaluator, a research assistant, an illustrator, guest lecturers, and a typist. The program was monitored throughout using a variety of methods and an evaluation was conducted upon the completion of the development of the program.

Patricia A. Fisher, Ph.D., Project Director
3132 W Street S.E., Washington, D.C. 20020

BIOGRAPHICAL DATA FORM

This is an anonymous questionnaire. Please do not write your name.

1. Age _____

2. Section teacher's name _____ Room Number _____

3. Check the person(s) with whom you live:

   _____ Mother, father
   _____ Mother, stepfather
   _____ Mother only
   _____ Father only
   _____ Father, stepmother
   _____ Adult female relative
   _____ Adult male relative
   _____ Other (name relationship) _____

4. Mother's occupation _____

5. How many years of schooling did your mother complete? _____

6. Father's occupation _____

7. How many years of schooling did your father complete? _____

8. How many brothers do you have? _____
   How many sisters do you have? _____

9. What is your position among your brothers and sisters? Oldest, second from oldest, etc.? _____

10. What person has influenced the most in terms of how you feel about marriage, children, school, and jobs?

    _____

11. What do you think you'll be doing five years from now? Check as many blanks as you think may apply.

    _____ Be married
    _____ Be single
    _____ Be living with someone (same sex)
    _____ Be living with someone (opposite sex)
    _____ Be living at home
    _____ Be living alone
    _____ Be in school
    _____ Be working
    _____ Be a mother
    _____ Other (specify) _____

Biographical Data Form

12. List the names of three jobs that you would most like to do/have.

    a. _____

    b. _____

    c. _____

13. List three jobs that you would least like to do/have.

    a. _____

    b. _____

    c. _____

14. Your grade point average:

    9th grade _____

    10th grade _____

    11th grade _____

15. Name two school subjects you like the most.

    a. _____

    b. _____

16. Name two school subjects you like the least.

    a. _____

    b. _____

CAREER COLLAGE EXERCISE

OBJECTIVES:

1. To have the students begin to identify their values, attitudes, and expectations as they pertain to careers, employment, and working

2. To have the students individually create a visual career image of themselves on paper

MATERIALS: Past issues of Essence, Ebony, and other magazines of special interest to Black people; large sheets of paper, glue, scissors, magic markers

TIME: Approximately one hour

PROCEDURES

Instruct participants to create a visual picture of their future employment or career selves. Using the old magazines, magic markers, glue, paper, and their imagination, they should create an image that depicts the kind of job they see themselves performing in the years to come. (Approximately 20 to 25 minutes)

After all pictures have been completed, have each student explain her picture to the other group members. This should be done on a volunteer basis to the extent that it is possible. A brief description of each image should be listed on the board after each student is finished. After all the students have explained their images, the counselor should have the group identify and summarize the dominant themes, trends, and patterns. (About 30 to 35 minutes)

EMPLOYMENT/CAREER SURVEY

DIRECTIONS

The following survey has been developed to determine your understanding of career and employment information and facts. The form is divided into three parts--two multiple-choice sections and one short-answer section. Please place your responses to Part I of the multiple-choice questions on the answer sheet you have received. Responses to the short-answer questions should be written on the form itself. Work as quickly as possible. You will have one hour to complete the survey.

EMPLOYMENT/CAREER SURVEY

PART I, MULTIPLE CHOICE

DIRECTIONS: Select the one response that you feel most correctly answers the question. Use the separate answer sheet for your responses. Work as quickly as possible.

1. You're likely to find the greatest number of job openings in the classified ad section of the newspaper on which day?

   a. Saturday
   b. Wednesday
   c. Monday
   d. Sunday

2. The U.S. Department of Labor has identified approximately _____ different jobs in this country.

   a. 5,000
   b. 12,000
   c. 20,000
   d. 100,000

3. The minimum wage is

   a. $2.25 per hour
   b. $4.50 per hour
   c. $3.50 per hour
   d. $3.10 per hour

4. A person should have a Social Security number and card

   a. by age 16
   b. by retirement
   c. after working five years
   d. when applying for his or her first paying job

5. In which of the following areas would you expect to find the fewest number of women employed?

   a. Private household work
   b. Service work
   c. Managerial or skilled craft work
   d. Professional work

6. Sex discrimination in employment refers to

   a. men and women being treated differently because of their sex
   b. women and men being considered and treated as equals
   c. women having an unfair advantage over men with regard to salaries

7. Form 171 is an application form for a job in

   a. private industry
   b. a hospital
   c. the federal government
   d. none of the above

8. Of the four groups listed below, which one earns the highest annual income?

   a. White female
   b. Black female
   c. White male
   d. Black male

9. Which one earns the lowest income?

10. Approximately how many times will the average person change jobs/work during his or her life?

   a. Two times
   b. Five times
   c. Twenty times
   d. Ten times

11. Women are approximately what percentage of the work force?

   a. 60 percent
   b. 41 percent
   c. 50 percent
   d. 25 percent

12. A job reference is

   a. of little importance to a prospective employer
   b. how a person found out about a job
   c. the name of a person who knows the applicant and her or his capabilities
   d. information about a person's age, sex, etc.

13. If one were interested in finding out more about federal government jobs in general, he or she would go to

   a. the District of Columbia Labor Department
   b. the Office of Personnel Management
   c. the Federal Directory
   d. the Martin Luther King Library

14. _____ is defined as an individualized summary of a person's education and work experiences.

   a. An application form
   b. A resume
   c. An interview
   d. None of the above

15. Which of the following persons/agencies would be least helpful in assisting someone to find a job?

    a. Your school counselor
    b. The help-wanted ads
    c. The state employment office
    d. Your local library

16. The majority of employed people in the Washington, D.C., metropolitan area work for

    a. the county governments
    b. private industry
    c. the federal government
    d. the District of Columbia government

17. Which of the following should a prospective employee not do when going for an interview?

    a. Have a prepared resume
    b. Arrive five minutes late
    c. Have investigated the firm or company
    d. Be appropriately dressed

18. An interview is conducted

    a. after a person has been hired
    b. before a person has submitted his or her job application
    c. for the convenience of the employee
    d. to determine if a person is suitable for a job

19. When completing a job application form or a Form 171, you should

    a. not be too concerned with the neatness and appearance of the form
    b. sign your name
    c. print your name
    d. omit your name since you have already given it before

20. Job application forms should not be completed

    a. in pen
    b. by using a typewriter
    c. in pencil
    d. in a neat and clean fashion

DIRECTIONS: Refer to the following ads and answer the next four questions.

1

COMPUTER OPERATOR
Professional education association in Falls Church, approx. 6 mos. exper., in operation of multi programmed computer, using job control procedure. Must have ability to follow written instruction, and be familar with CRT keyboard for job execution. Must be available for day, eve.'& night shifts. Start at $8970 with elibility for increase and in 6 months. Full benefits. Call Kathy, 820-4700, ext. 218, for application. EOE, Affirmative Action Employer.

2

Secretary/Recept.-Convenient downtown Washington location. Exel. benefits. Salar, $9000 annually. Must have 1-2 yrs. office exper. w/accurate typing at least 60 wpm. Neat appearance, pleasant personality and ability to work well with others in a team-like environment and follow instructions well. Call 638-0505 for appt. Principals only. EOE-M/F

3

Office Assistant-No. Va. furniture rental distributor seeks a career minded individual to assist in general office duties. Benefits. 671-8900.

4

Construction-Exper'd. concrete finishers needed for twnhse. & sgl. fam. project in Norbeck. DIR: Ga. Ave. N. of 495, 7 mi. Right on Rte. 28-Norbeck Rd. Go 1 mi. to Baileys La. At Trailer, see C. Eaddy, Competative wages & benefits.

21. Which of the above positions would require the least amount of training and experience?

22. In which of the positions would you expect to find the smallest number of women?

23. Your personal appearance would be most important for which position?

24. Which job would require the greatest amount of formal education?

25. A career interest survey

    a. measures a person's interest in various occupational areas
    b. indicates to a person what area he or she should work in
    c. is of no importance to a person who is trying to make career decisions

26. Most trade and technical jobs are open to

    a. men only
    b. women only
    c. both men and women
    d. college graduates only

27. Apprenticeship programs

    a. provide specialized training
    b. are open only to men
    c. make few demands on their students
    d. are available and necessary for most jobs that exist

28. If a woman likes talking to and interacting with other people, then she would probably like working as a

    a. proofreader
    b. research scientist
    c. computer programmer
    d. receptionist

29. Which of the following is not considered a major occupational area?

a. Medicine
b. Sales
c. Professional/managerial work
d. Technical work

30. The unemployment rate among Black teenagers is approximately

a. 15 percent
b. 40 percent
c. 60 percent
d. 25 percent

31. Of the four groups of teenagers listed below, which one has the highest unemployment rate?

a. White women
b. Black men
c. Black women
d. White men

32. Approximately what percentage of adult Black women are employed outside their homes?

a. 25 percent
b. 75 percent
c. 50 percent
d. 60 percent

33. The average Black woman who works for the federal government in Washington, D.C., is employed as

a. a computer programmer
b. a clerk-typist or secretary
c. a teacher
d. a waitress

34. Black women comprise about _____ of all women who work.

a. 25 percent
b. 53 percent
c. 45 percent
d. 65 percent

35. The majority of Black women under 35 years of age work in

a. service occupations
b. professional occupations
c. farming and agricultural occupations
d. clerical occupations

PART II, MULTIPLE CHOICE

DIRECTIONS: Below is a list of several jobs. If the necessary training were available with pay, and a job guaranteed when your training was completed, which of these jobs would you consider entering? Please indicate your degree of interest by circling the number that corresponds to your choice.

	Very Uninterested	Not Interested	Don't Care	Interested	Very Interested
	1	2	3	4	5
36. Bank teller	1	2	3	4	5
37. Carpenter	1	2	3	4	5
38. Cashier	1	2	3	4	5
39. Child care worker	1	2	3	4	5
40. Dental assistant	1	2	3	4	5
41. Drafter	1	2	3	4	5
42. Fire fighter	1	2	3	4	5
43. House painter	1	2	3	4	5
44. Keypunch operator	1	2	3	4	5
45. Mechanic	1	2	3	4	5
46. Police detective	1	2	3	4	5
47. Secretary	1	2	3	4	5

PART III, SHORT ANSWERS

DIRECTIONS: Respond to each of the following questions in a brief, concise manner by writing in the spaces provided.

Identify/list two methods used by a person seeking employment.

48. _____

49. _____

Give two reasons a person might not be hired for a job.

50. _____

51. _____

List two things that most employers expect from the people working for them.

52. _____

53. _____

EMPLOYMENT/CAREER SURVEY

ANSWER SHEET FOR MULTIPLE CHOICE, PART I

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APPENDIX B, SESSION II

Program Expectations Directions
Education and Career Plan Handout

PROGRAM EXPECTATIONS

OBJECTIVES:

1. To identify the students' expectations of the program
2. To discuss those expectations in light of the program's goals and objectives as outlined in the program proposal

MATERIALS: Chalkboard or flip chart

TIME: Approximately 25 to 35 minutes

PROCEDURES

The counselor should explain the session goals and procedures.

Students should then be instructed to think about and write down their expectations. (About 5 minutes)

In small-group format, individual group members should be asked to share their expectations with the rest of the group. Expectations are listed on chalkboard/flip chart as they are given.

After all expectations have been identified and listed, the counselor should clarify any misconceptions that are voiced. An open discussion should follow in which trends, generalizations, and patterns are noted.

EDUCATION AND CAREER PLAN

INTRODUCTION

What do you want to be when you grow up? What do you expect from life? How much thought have you given to what you expect to be doing 5, 10, or 20 years from now? Do you know how to go about achieving your goals? If you're like the average teenager, you've probably given little thought to these and other questions pertaining to your personal, social, and vocational/career "self." If you will permit, we would like to help you better understand your various "selves," as well as begin to identify ways for thinking critically about and preparing for your future.

The purpose of the following assignment is to help you become more aware of your values, attitudes, interests, skills, and behaviors and their relationship to your developing education and career self. You will be asked to complete a number of written tasks that will increase your understanding of yourself and the educational, employment, and career worlds in which you live. As a result of this week's program and this task, we hope to help you develop the knowledge and skills for better integrating and matching your aptitudes, interests, and skills with the worlds of education, employment, and careers.

DIRECTIONS

Using separate sheets of paper, please answer the following questions. Your answers and the resultant workbook will be due Friday afternoon. Do not hesitate to talk with your counselor or one of the other staff members if you have questions or if you don't quite understand what you're to do.

Part 1, Definitions: Define in two or three complete sentences each of the following words. The last sentence should be an example or application of the word.

1. job
2. career
3. choices
4. interest
5. goals
6. career decisions
7. values
8. work
9. skill
10. career planning

Part 2, Short Answers: Respond to the following questions in two or three complete sentences.

1. List two things that you would like to have in life.

2. What do you think you'll have to do to accomplish or achieve those things?

Education and Career Plan

3. Identify and briefly discuss three values that are important to you.

4. What do you like most about yourself?

5. What do you dislike most about yourself?

6. Using the COPS cluster folder that you were given, do the following:

   a. Write down the names of each of the occupational areas/clusters that were listed in Column 1. In Column 2, write a job that you liked from each of the cluster areas. Finally, in Column 3, write down the name of a job that you disliked. The table should be set up as follows:

Cluster Name	Liked Job	Disliked Job
1.		
2.		
3.		

   b. Discuss three things that you like about the jobs that you've listed in the Liked Job column. Why do you like those things?

   c. Discuss three things that you dislike about the jobs that you've listed in the Disliked Job column. Why do you dislike those things?

   d. What two things about a prospective job are most important to you?

   e. On what basis would you decide to accept a position if it were offered to you?

7. How much money would you like to be earning by the time you've been out of high school two years?

8. What do you think you'll be doing at that point in your life?

9. State in four or five sentences what you've learned about yourself in the last few days.

APPENDIX C, SESSION III

Facts on Women Workers

Samples of Charts for Transparencies

FACTS ON WOMEN WORKERS*

1. The majority of women work because of economic need. Nearly two-thirds of all women in the labor force in 1978 were single, widowed, divorced, separated, or had husbands whose earnings were less than $10,000 (in 1977).

2. About 42 million women were in the labor force in 1978; they constituted more than two-fifths of all workers.

3. Fifty-nine percent of all women 18 to 64--the usual working ages--were workers in 1978, compared with 88 percent of men. Fifty percent of all women 16 and over were workers. Labor force participation was highest among women 20 to 24.

4. Fifty-three percent (4.9 million) of all Black women were in the labor force in 1978; they accounted for nearly half of all Black workers.

5. More than one-fourth of all women workers held part-time jobs in 1978.

6. The more education a woman has, the greater the likelihood she will seek paid employment. Among women with four or more years of college, about three out of five were in the labor force in 1978.

7. The average woman worker is as well educated as the average man worker; both have completed a median of 12.6 years of schooling.

8. The number of working mothers has increased more than tenfold since the period immediately preceding World War II, while the number of working women more than tripled; 53 percent were in the labor force in 1978.

9. The unemployment rate was lowest for adult White men (20 and over) and highest for young Black women (16 to 19) in 1978.

Adults	Percent	Teenagers	Percent
White men	3.7	White men	13.5
White women	5.2	White women	14.4
Hispanic men	6.3	Hispanic men	19.5
Hispanic women	9.8	Hispanic women	22.0
Black men	9.1	Black men	36.5
Black women	11.1	Black women	41.0

*Source: Facts on Women Workers, Factsheet (Washington, D.C.: U.S. Department of Labor, Women's Bureau, 1979).

10. Women workers are concentrated in low-paying, dead-end jobs. As a result, the average woman worker earns only about three-fifths of what a man does, even when both work full-time year round. The median wage or salary income of year-round, full-time workers in 1977 was lowest for minority race* women--$8,383. For white women, it was $8,787; for minority men, $11,053; and for white men, $15,230.

11. Fully employed female high school graduates (with no college) had less income on the average than fully employed men who had not completed elementary school--$8,462 and $9,332, respectively, in 1977.

12. Among all families, about one out of seven was headed by a woman in 1978, compared with about one out of ten in 1968; 39 percent of Black families were headed by women. Of all women workers, about one out of eight was a family head; about one out of four Black women workers was a family head.

13. Frequently, it is the wife's earnings that raise a family out of poverty. In husband-wife families in 1978, 6.1 percent were poor when the wife did not work; 2.7 percent were poor when she was in the labor force. Among all wives who worked in 1978, the median contribution was more than one-fourth of the total family income. Among those who worked year round full-time, it was nearly two-fifths.

14. Women were 80 percent of all clerical workers in 1978, but only 6 percent of all craft workers (women were about 3 percent of all apprentices as of June 1978); they were 63 percent of service workers, but only 43 percent of professional and technical workers; and they were 64 percent of retail sales workers, but only 23 percent of nonfarm managers and administrators.

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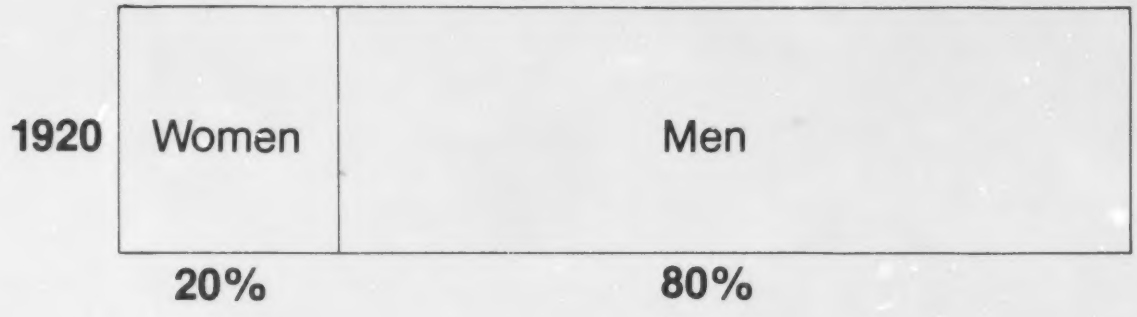
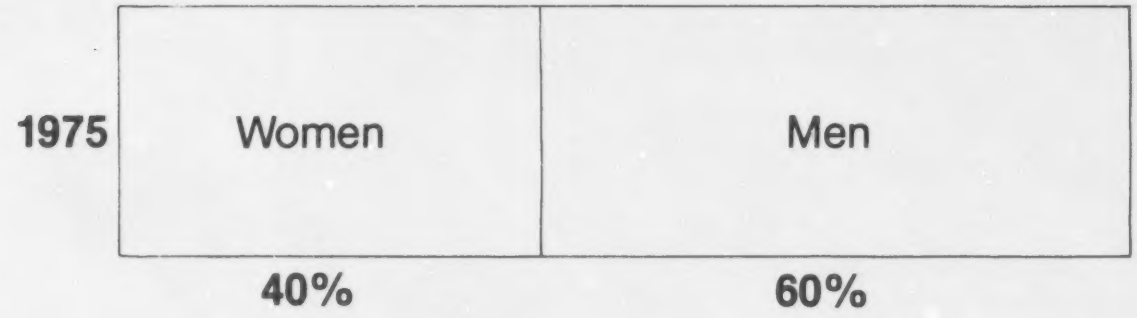
*Minority races refers to all races other than white. Blacks constitute about 90 percent of people other than whites in the United States. People of Spanish origin are generally included in the white population; about 93 percent of the population of Spanish origin is white.

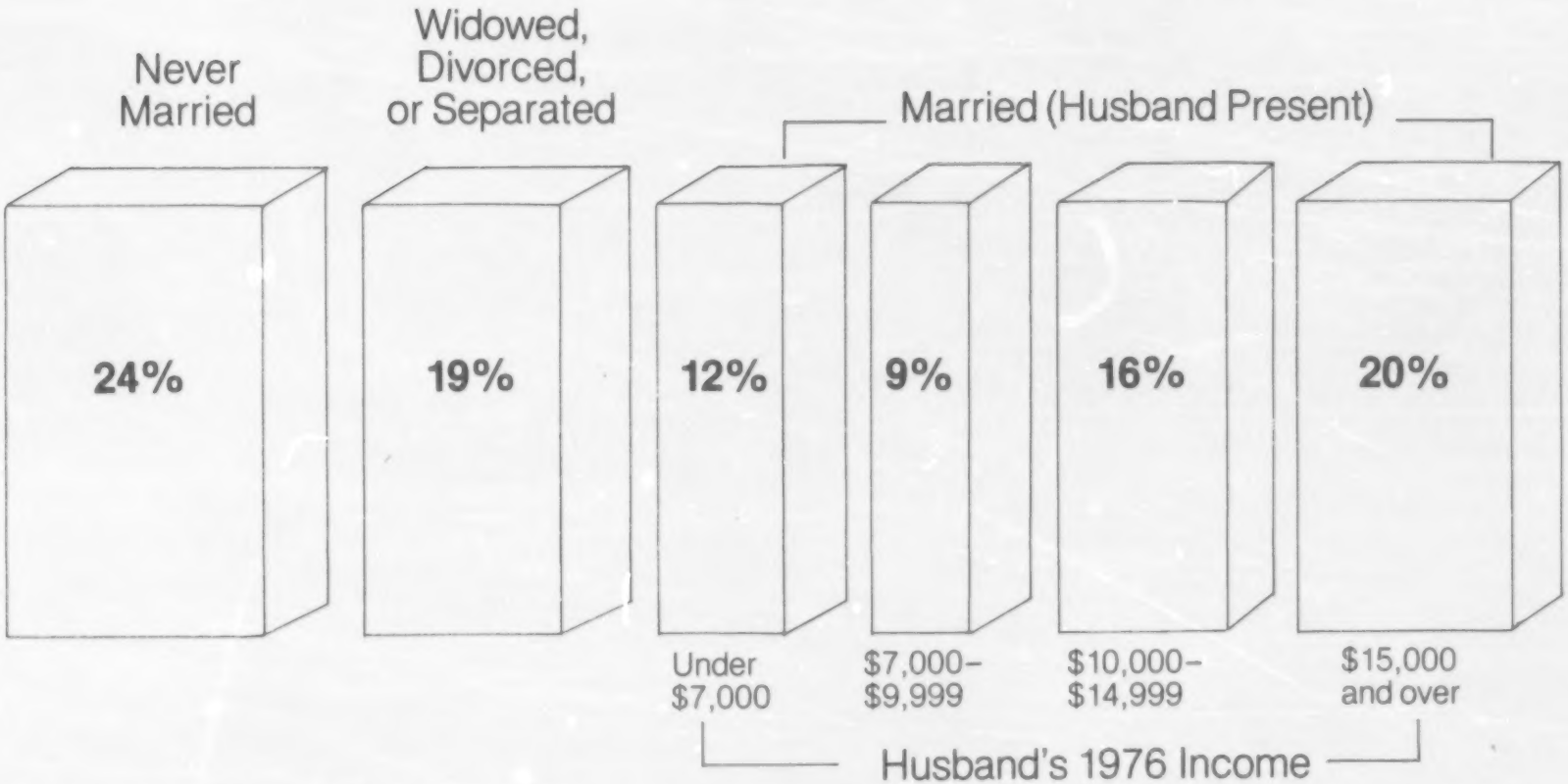
WOMEN WORKERS





Most Women Work Because of Economic Need

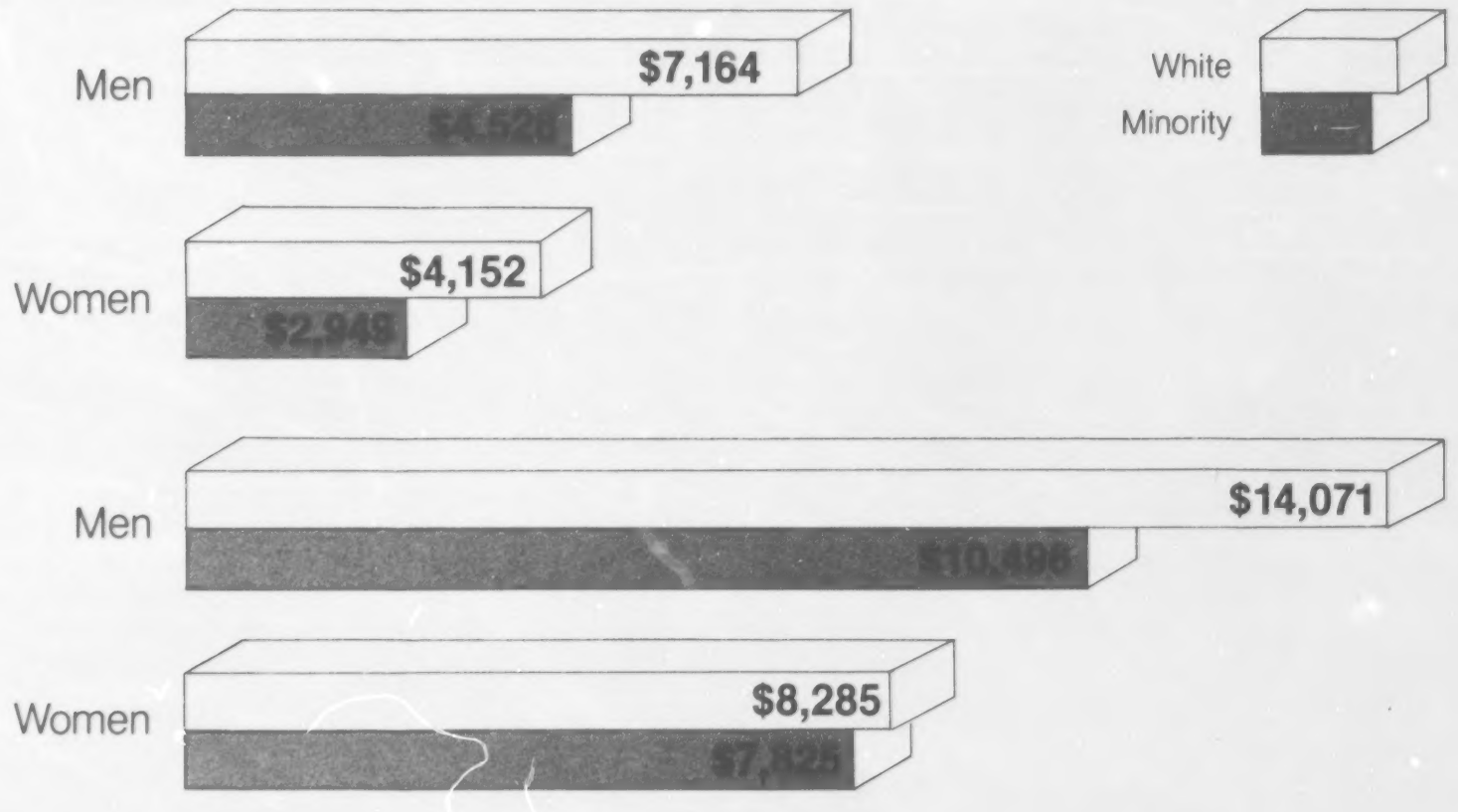
(Women in the Labor Force, by Marital Status, March 1977)



Source: Prepared by the Women's Bureau, Office of the Secretary, from data published by the Bureau of Labor Statistics, U.S. Department of Labor.

August 1978

Fully Employed Women Continue To Earn Less Than Fully Employed Men of Either White or Minority* Races

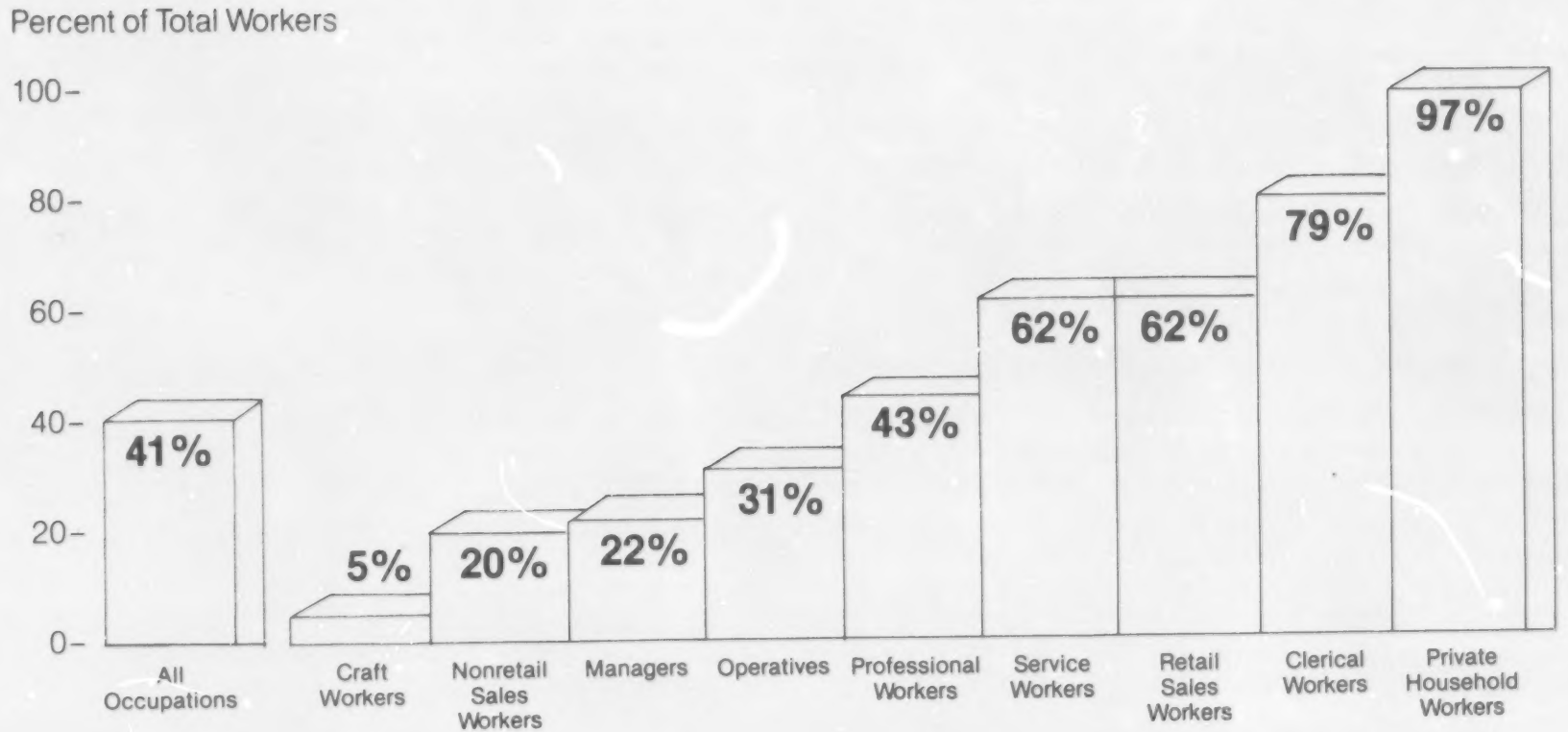


*Includes all races other than white.

Source: Prepared by the Women's Bureau, Office of the Secretary, U.S. Department of Labor, from data published by the Bureau of the Census, U.S. Department of Commerce.

August 1978

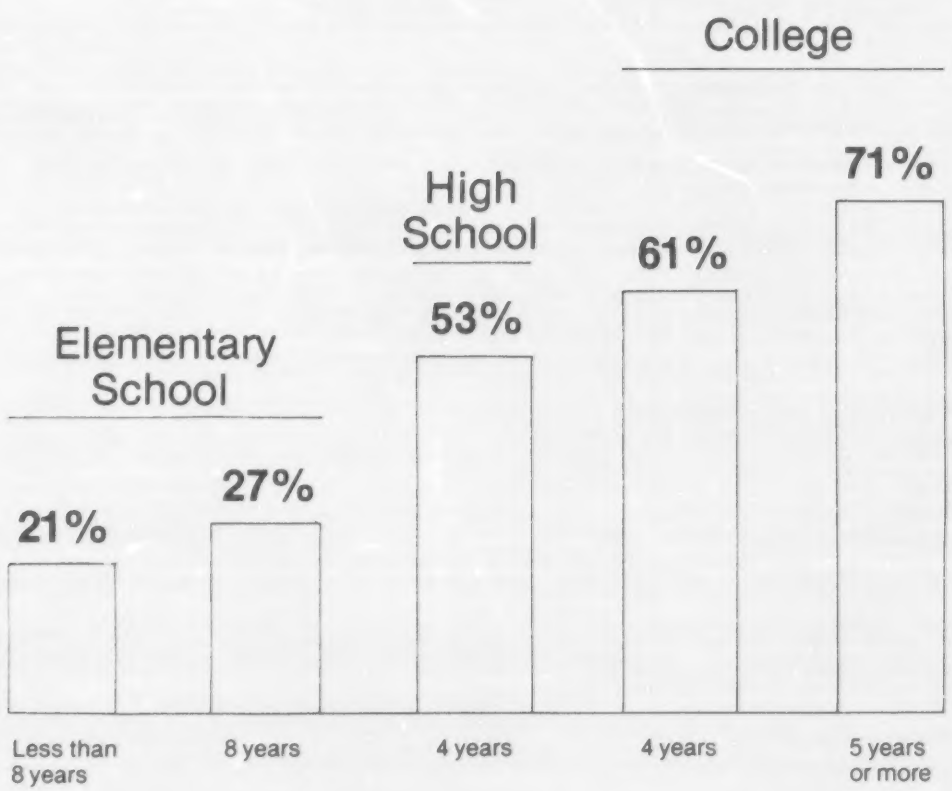
Women Are Underrepresented as Managers and Skilled Craft Workers



Source: Prepared by the Women's Bureau, Office of the Secretary, from 1977 annual averages data published by the Bureau of Labor Statistics, U.S. Department of Labor.

August 1978

EDUCATION AND EMPLOYMENT



APPENDIX D, SESSION IV

Career/Employment Interview Form

CAREER/EMPLOYMENT INTERVIEW

DIRECTIONS: Select a woman with whom you are familiar and whom you would like to know more about in terms of her career or employment history, her likes and dislikes, and her degree of job satisfaction. Use the following questions as a guide for your interview. Number your responses and write them on a separate sheet of paper. Each interview should last approximately 20 to 30 minutes. The interviews will be discussed Friday morning.

Interview Questions*

1. Who is the person you interviewed? What is her relationship to you?
2. What does this person do for a living?
3. What made this person choose the job she has now?
4. How many other jobs did this person have before getting the one she has now?
5. How much schooling did this person receive?
6. Did she receive any additional or special training for the job she has now?
7. How does this person feel about the education she had in terms of its relevance to her present job?
8. How did the person get her present job?
9. How satisfied is the person with her present job?
10. What does she like about her present job?
11. What does she dislike about her present job?
12. Does the person have any plans to change jobs in the near or distant future? If so, what are her reasons for wanting to do so?

*All questions refer to the interviewee's present job unless otherwise noted.

APPENDIX E, SESSIONS VI, VII

Discussion Questions for Tours
Employment Observation Tours

DISCUSSION QUESTIONS FOR TOURS

1. What kinds of work and jobs were going on at the site you visited?

2. What did you like and dislike about the tours?

3. What were your observations of the attitudes and behaviors of people at work where you visited?

4. How many women did you see working? What kinds of jobs were they working in?

5. What impressed you most about the workers and the working environment?

6. Would you like to work there? Why or why not?

EMPLOYMENT OBSERVATION TOURS

INTRODUCTION

You will be participating in a unique and interesting experience in which you will have an opportunity to observe, think about, and report on the attitudes and behaviors of people at work. You will visit a selected employment site and will be asked to write a report in response to the following questions. You will discuss your observations and the written report in your small group.

DIRECTIONS

1. Identify by name at least four different jobs at which women were working. For each of the jobs, describe the following items.
   a. Name/title of job
   b. The duties involved in the job
   c. The personal appearance and dress of the person or people doing the job
   d. The working conditions
   e. The educational and/or training requirements
   f. The workers' relationship to their co-workers
   g. The workers' relationship to their customers or the public
   h. How much money do you think they earn?
   i. What did you like about the job?
   j. What did you dislike about the job?
2. In general, what have you learned about the occupations you observed?
3. What did you observe about the attitudes of the workers you observed?
4. What did you observe about the work-related behaviors of the workers you observed?

APPENDIX F, SESSION VIII

Implications of Choice Awareness
for Career Development Information

Choices Worksheet

IMPLICATIONS OF CHOICE AWARENESS FOR CAREER DEVELOPMENT

The major purpose of this presentation is to explore with a group of high school young women the basic concepts of choice awareness. Choice awareness is an approach to understanding human behavior which assumes that individuals can come to a realization that they may be more effective people by making better choices, especially career choices. Choice awareness will be described and presented to this group as an intervention strategy that will assist individuals in this age group to become more aware of the range of options they may utilize in making career decisions.

Many of the choice awareness concepts are similar in principle to those of Transactional Analysis (TA). However, unlike TA, choice awareness focuses on choices rather than ego states, and emphasizes directions for future choice making rather than analysis of past behaviors.

Choice awareness is broken down into a simple classification system involving five kinds of choices. These five choices are:

1. Caring
2. Ruling
3. Enjoying
4. Sorrowing
5. Thinking/Working

These choices will be explored with the young women in relationship to the kinds of personal career choices that they have made for themselves.

Finally, this presentation will create a structured classroom environment in which the young women can legitimately discuss and describe the reasons for and the nature of their career choices.

CHOICES WORKSHEET

1. We can become independent persons with our own unique identities, or we can remain dependent on others to mold and shape us.

2. We can remain children, emotionally speaking, or we can work toward becoming psychological adults.

3. We can become aware of early decisions that we made about ourselves and about life, or we can remain blind to the many ways in which we continue to be influenced and limited by our past.

4. We can make new decisions that will change the course of our lives, or we can cling to old decisions without ever reexamining their validity (value).

5. We can recognize our need for love, even though we might experience fears in opening ourselves to loving, or we can choose not to risk trusting ourselves in loving relationships.

6. We can recreate ourselves by finding time alone in which to discover new facts within, or we can flee from time alone for fear of feeling empty and lonely when we have only ourselves.

7. We can search actively for a purpose in living and thus give meaning to our work, study, and play, or we can avoid asking ourselves what the point of our lives really is.

8. We can carve out our own meanings and values, or we can let others tell us what we should value.

STATEMENTS ON CHOICES

1. One thing I can see now that I did not see before is that I have a choice--that things do not have to stay the way they are and that I can change my life if I want to. I never knew I had a choice.

2. As we recognize that we are not merely passive victims of our circumstances, we can consciously become the architects of our lives. Even though others may have drawn the blueprints, we can recognize the plan, take a stand, and change the design.

APPENDIX G, SESSION X

Program Evaluation Form
Certificate of Appreciation

PROGRAM EVALUATION

Attached is a list of the major activities that you engaged in over the past week. Please refer to this list in answering questions 1 through 4.

1. Which two program sessions did you like most?

   a.

   b.

2. Which two program sessions did you like least?

   a.

   b.

3. Which two program sessions did you find most helpful/useful?

   a.

   b.

4. Which two program sessions did you find least helpful/useful?

   a.

   b.

5. What would you change in the program if you could change anything you wanted? Explain.

   _____

   _____

   _____

6. Will you do anything differently as a result of your participation in this program? Explain.

   _____

   _____

   _____

   _____

7. Do you feel that students were actively involved in the project activities? Explain.

   _____

   _____

   _____

8. Do you feel that the students will use the information and skills learned in the program after today?

_____

_____

_____

_____

9. Were you adequately prepared by project staff to carry out your program task? If not, please indicate what is still needed.

_____

_____

_____

_____

LIST OF ACTIVITIES FOR PROGRAM EVALUATION

Orientation to Program

Exercise: Career Collage

Testing

Film: Career Awareness--Why Work?

Lecturette: The Worlds of Education and Work

Film: The World of Work

Lecturette: Tests and Testing

Discussion of Career Interest Survey

Lecturette: Educational, Employment, and Training Services/Resources

Employment Skills/Goal Setting, Application Forms, Forms 171, Resumes, Job Dos and Don'ts, Utilizing References

Tours

Lecturette: Decision Making

Film: Jobs for Women: Where Are You Going, Virginia?

Discussion of Interviews

Guest Lecturers/Panelists

Discussion of Employment and Career Plans

Daily Orientation

Discussion of Daily Activities (Small Groups)

Certificate of Appreciation
THIS CERTIFIES THAT
of
has completed the Career Education Program
Date

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